



RIDGEWOOD
SCHOOL

RIDGEWOOD SCHOOL

Learning Maps

Y11

HALF TERM 1



RIDGEWOOD
SCHOOL

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KS4 Learning Maps – Half Term 1

Dear parent/carer,

I am pleased to enclose 'Learning Maps' for every subject that your son/daughter will study this year. These will be sent home to parents every half term, so that you are fully informed about the topics your child is studying. The Learning Maps are shared in lessons with students at the start of each new topic, so they are aware of how their knowledge, understanding and skills will develop. The Learning Map also makes it clear to students how the topic will build on prior learning and prepare them for subsequent learning, therefore enabling them to make progress.

Included within the Learning Maps are Tier 3 (subject specific) vocabulary lists and suggested wider reading opportunities, to support students' disciplinary literacy development. In each Learning Map we have also included Extended Learning (homework) and suggested ways in which parents/carers can get involved in their child's learning and support their next steps.

We will also make these Learning Maps available on the school website for you to access electronically if you prefer.

For most subjects in this booklet, there is just one Learning Map as all students study the same content, which is then tailored to their group and individual needs. Maths has different Learning Maps depending if students are working towards Higher or Foundation Papers. For Core PE, students rotate around different topics through the year. Teachers will explain to students at the start of each rotation which topic they are learning, but all of these Learning Maps are included in this booklet.

We hope that having these Learning Maps available to you will help you to discuss with your son/daughter what they are learning, and be useful at signposting to you opportunities for extended learning and ways that you can help your child to accelerate their progress.

It is extremely important to us that there is two-way communication between Ridgewood School and the parents and carers of our students. If you have any questions about your child's Learning Maps or his/her progress, I would welcome you getting in touch with us. Please use the 'Contact Us' facility on our website to do so.

Yours faithfully,

Andy Bridge

Deputy Headteacher

Topic Number: HT1

Identity				
Prior Learning Your independent investigation into the work of others on the theme of surroundings will support your methodology within this project.		Current Learning You will investigate your own subtheme related to Identity, look at the work of others, investigate methods in using materials, record ideas and observations and ultimately present a planned final piece.		Subsequent Learning This topic will continue to prepare you for the structure of how the GCSE Exam is taught, the overall process and the expectations of the type of work and quality work required from it.
Week Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Student artist exploration involving identity.	Composition	Endeavour to follow the home learning requirements set and directed by your teacher throughout the lessons. Catch up on work you may have missed and independently be adding to your sketchbook every week. <u>500 self portraits by Liz Rideal</u> www.nationalgallery.org.uk www.tate.org.uk The Art Book. Phaidon Editors https://www.tate.org.uk/art/women-art-tate https://www.tate.org.uk/search?q=identity https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016/exemplar-library.html	Discuss themes with students. Share any reading materials, photographs, objects and experiences you may have which could enhance their work.
Week 2	Student artist exploration involving identity.	Concept		
Week 3	Student artist exploration involving identity.	Develop		
Week 4	Develop ideas and materials related to chosen artists.	Drawing		
Week 5	Develop ideas and materials related to chosen artists.	Experiment		
Week 6	Develop ideas and materials related to chosen artists.	Final piece		
Week 7	Develop ideas and materials related to chosen artists.	Form		
Week 8	Develop ideas and materials related to chosen artists.	Investigate		
		Observe/observation		
		Print		
		Proportion		
		Representational		
		Research		
		Respond		
		Scale		
		Still life		

Year 11 Learning Map

Topic Number: 2.1

Topic Title: Growing the business				
Prior Learning This topic builds on prior knowledge of business ownerships and how a business will grow in different ways. It also builds on topic 1.5 on the economy and business.		Current Learning In this topic you will learn an understanding of how businesses will grow in diverse ways and the use of finance to support this. Also, why businesses change their aims and objectives as businesses evolve. We will also cover the impact of globalisation on businesses.		Subsequent Learning This topic will prepare students for future work in their exams but also links to many other units across the course.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Business growth	E-commerce Exports External Imports Internal Legislation Multinationals Survival Tariffs Trade blocs	<u>Internal (organic) growth - Business growth - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u>	<u>Edexcel GCSE Business (2017) Pearson qualifications</u> <u>Business: Edexcel GCSE (senecalearning.com)</u>
Lesson 2	Changing in aims and objectives			
Lesson 3	Globalisation		<u>Market conditions and technology - Changes in business aims and objectives - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u>	
Lesson 4	Ethics and business			
Lesson 5	Revision		<u>Globalisation - Business and globalisation - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u>	
Lesson 6				
Lesson 7	End of topic Test		<u>Ethical considerations influence business activity - Ethics, the environment and business - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize</u>	
Lesson 8	DIRT			

Year 11 Computer Science Learning Map

Topic Number 7			
Prior Learning This topic is the start of Paper 2 content: Computational Thinking. Students have already begun programming in lesson but this unit focuses on the theory aspect.		Current Learning In this topic you will learn about what algorithms are and how to computationally think about a problem. Pupils will break down algorithms and consider how to design them using flowcharts and pseudocode.	
Subsequent Learning This topic will prepare you for future work in Project management, coding, developing projects and applications. It will also develop the skills required for managing projects.			
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Week 1 Searching and sorting algorithms	Abstraction Algorithmic thinking Algorithms Decomposition Flowcharts Inputs Outputs Pattern recognition Pseudocode Syntax Trace Tables	Pupils are set weekly homework tasks using 'knowitallninja'. These are short recap tasks based on Paper 1 content. https://www.knowitallninja.com/ You can revise material using Seneca Learning which is an interactive resource. Additionally, some paper-based activities will be set in preparation for their exams. https://senecalearning.com/en-GB/ https://isaacomputerscience.org/ Wider Reading Opportunities <u>Python Syntax - 101 Computing</u> <u>Trace tables - Designing, creating and refining algorithms -</u> <u>OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</u> Pupils also have links to revision resources on the home page of OneNote.	A large component of the exam paper will involve programming so we encourage pupils to practice the programming techniques developed in lesson. Some pupils enjoy working independently on programming projects and games. Support with using online resources such as Seneca. Ensuring pupils log onto 'knowitallninja' each week.
Week 2 Abstraction and decomposition			
Week 3 Flowcharts			
Week 4 Pseudo code			
Week 5 Flowcharts and Pseudocode			
Week 6 Trace Tables			

Drama

Year 11 Learning Map

Topic Number: 1 and 2

Component 3: Responding To A Brief MOCK

Prior Learning This topic builds on your knowledge of devising and practitioner knowledge from earlier topics in key stage 4 from Component 1 and Component 2 of the Performing Arts Curriculum.	Current Learning In this topic you will learn a range of performance techniques and allow you to apply these techniques to a performance. You will develop key terminology linked to these performance techniques and independently apply these to performances. This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application, the development of the performance techniques and characterisation. You will consider the impact that your performance will have on an audience and the message you are communicating to an audience.		Subsequent Learning This topic will prepare you for further practitioner knowledge and devising skills within key stage 4. It will equip you with the skills needed to create and develop your own performances and the knowledge about practitioners to be successful at this course. You will be required to demonstrate the ability to explore, describe and apply devising skills across Performing Arts at Key Stage 4. This exploration and application will be useful to level 3 Performing Arts study.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1 – Exploration of stimulus	Audience	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques and practitioners: <ul style="list-style-type: none">National Theatre – All About TheatreTheatre In Practice – A Student’s Handbook: Nick O’Brien and Annie Sutton	Explore our Digital Theatre+ package. www.digitaltheatreplus.com
Week 2 – Practical exploration of ideas	Characterisation		All students will be provided with the log in details to access this amazing resource. This has a wealth of information on practitioners and
Week 3 – Begin blocking	Evaluation		You may also want to see some local live theatre at CAST. This regional theatre offers a range of productions throughout the year. https://castindoncaster.com/
Week 4 – Ideas Log Exam in Y11 Mock week	Narrative		
Week 5 & 6 – Continue blocking	Performance		
Week 7 – Showcase of work	Practitioner		
	Reflection		
	Skills		
	Stimulus		
	Techniques		

Year 11 Learning Maps – Half Term 1

<i>An Inspector Calls</i> by J.B. Priestley			
Prior Learning This topic builds on the analytical skills you learnt in Key Stage 3 and Year 10. You will enhance your ability to understand the writer's message across a text as a whole and look for deeper meaning in a text. In addition to the focus on revision of this text that you studied in Year 9, the skills in this unit are transferable from analysis of poetry and fiction extracts in Year 7, Shakespeare's <i>Romeo and Juliet</i> covered in Year 8, your study of the Power and Conflict poetry anthology in Year 9, and <i>A Christmas Carol</i> and <i>Macbeth</i> in Year 10.		Current Learning You will revise J.B. Priestley's play 'An Inspector Calls' written in 1945 but set in 1912. The play centres on the Birling family and critiques the class system at the beginning of the twentieth century, in addition to highlighting the importance of social responsibility. You will be assessed on the following skills: <ul style="list-style-type: none"> • AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations. • AO2: Your ability to analyse language, form and structure used by the writer to create meanings. • AO3: Your ability to make links between the novel and the time it was written. • AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
Subsequent Learning An Inspector Calls is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the play. This is a 'closed book' exam, which means that you will not have access to a copy of the play in the exam. The full Literature Paper 2 is 2 hours 15 minutes: Section A: <i>An Inspector Calls</i> Section B: Poetry Anthology Section C: Unseen Poetry			
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1: Plot overview, context & revision of Mr Birling	Character Theme Act Dramatic irony Stage directions Setting Foreshadowing Tension Cliff hanger Dialogue Monologue Entrances and exits Timings Interruptions Symbolism Capitalism Socialism	<ul style="list-style-type: none"> • You can use independent study opportunities to research the life and work of J.B. Priestley. The British Library website is a good place to start. • All students in Year 11 have access to the following revision websites using their school email to login: <ul style="list-style-type: none"> • MASSOLIT – Short video lectures from the world's best academics. Watch a series of lectures on the play by Professor John McRae (University of Nottingham): MASSOLIT – Priestley: An Inspector Calls Video lecture by Prof. John McRae. • GCSEPod – Short revision Pods (video clips) that cover all aspects of the play (plot, characters, themes and context): GCSEPod • Other texts that explore social class in the Twentieth Century: <i>Blood Brothers</i> by Willy Russell <i>A Kestrel for a Knave</i> by Barry Hines 	<ul style="list-style-type: none"> • Watch one of the many film adaptations or the play. Access a free version on YouTube • <i>An Inspector Calls</i> is a long-standing set text in English Literature. As such, there is a wide variety of material available online. BBC Bitesize is useful for both parents to learn more about the plot, themes and characters. • Read the play together and discuss the plot, themes and characters.
Week 2: Revision of Sheila and Gerald			
Week 3: Essay Skills & Writing			
Week 4: Revision of Mrs Birling & Eric			
Week 5: Revision of Inspector Goole & Key Themes			
Week 6: Key Themes & Consolidation			

Unseen Poetry

Prior Learning

Throughout Key Stage 3, you were introduced to Unseen Poetry both as standalone units and as supplementary texts alongside broader topics. At the end of Year 10, you revisited Unseen Poetry in a dedicated unit to help prepare for revision in Year 11.

In addition, you studied the *Power and Conflict* poetry anthology, which has helped you develop the skills to analyse the language, structure, and form of a wide range of poems.

Current Learning

You will revise the skills necessary to analyse an unseen poem and compare it to a further unseen poem.

You will be assessed on the following skills:

- AO1: Your understanding of unseen poetry. You will need to make points about the poems and use evidence from the poems to support your interpretations.
- AO2: Your ability to analyse language, form and structure used by the writer to create meanings.

Subsequent Learning

There are two unseen poetry questions on the GCSE English Literature Paper 2 exam. In the exam, you will have 30-35 minutes to answer a question on a single unseen poem. You will also have 10-15 minutes to compare that poem to another unseen poem.

The full Literature Paper 2 is 2 hours 15 minutes:

Section A: An Inspector Calls

Section B: Poetry Anthology

Section C: Unseen Poetry

Lesson Sequencing (1 lesson per week)

Tier 3 Vocabulary

Extended Learning

Ways in which parents/carers can support

Week 1: Single poem question - 'To a Daughter Leaving Home' by Linda Pastan

Metaphor
Simile
Personification

Week 2: Comparison question - 'To a Daughter Leaving Home' by Linda Pastan and 'Poem for My Sister' by Liz Lochhead

Assonance
Consonance
Enjambment
Repetition

Week 3: Single poem question - 'Piccadilly Line' by Carole Satyamurti

Caesura
Imagery

Week 4: Comparison question - 'Piccadilly Line' by Carole Satyamurti and 'The Letter' by Gillian Clarke

Oxymoron
Symbolism
Connotation

Week 5: Single poem question - 'Moving' by John Pownall

Tone
Mood

Week 6: Comparison question - 'Moving' by John Pownall and 'Abandoned Farmhouse' by Ted Kooser

Stanza
Juxtaposition
Anaphora

Week 7: Single poem question - 'Names' by Wendy Cope

Rhyme scheme
Meter

Week 8: Comparison question - 'Names' by Wendy Cope and 'What I regret' by Nina Cassian

Narrative voice

Weekly homework will be set on GCSEPod using your Microsoft 365 login details.

To further your learning, you can do the following at home:

1. Practice Writing Analysis Paragraphs

Choose a poem and write a short paragraph analysing a specific device or theme. Use What-How-Why to structure ideas clearly.

2. Watch Online Tutorials or Lessons

Use platforms like YouTube or educational websites to find videos on analysing unseen poetry and poetic devices.

3. Discuss Poems with Friends or Family

Talking about your interpretations aloud can reveal new insights and improve confidence in explaining your ideas.

4. Set Personal Challenges

Try analysing a poem in 5 minutes or identifying as many poetic devices as possible. Challenge yourself to improve your speed and accuracy.

5. Explore Poetic Terms Regularly

Use flashcards or apps to quiz yourself on key terminology until it becomes second nature.

6. Use Past Exam Questions and Mark Schemes

Look at past GCSE unseen poetry questions online or from your school materials. Review the mark schemes to understand what examiners expect.

1. Practice Reading Poems Together

Read unseen poems aloud with your child. Poetry often benefits from hearing the rhythm, tone, and emotion, which can deepen understanding.

2. Ask Open-Ended Questions

Encourage critical thinking by asking questions such as:

- What do you think the poem is about?
- How does the poet make you feel?
- Can you spot any poetic devices or interesting language?
- What changes throughout the poem?

3. Help Them Identify Poetic Devices

Use simple flashcards or lists of key terms (like metaphors, similes, enjambment) and quiz your child to help reinforce their vocabulary and recognition skills.

4. Encourage Regular Short Practice Sessions

Short, frequent practice is often more effective than long, infrequent sessions. Encourage your child to analyse a short poem or a few lines regularly.

5. Encourage Note-Taking and Annotations

Support your child to annotate poems—highlighting key words, underlining phrases, or writing brief notes in the margins to track their thoughts.

Year 11 Learning Map – Half Term 1

Eduqas English Language Component 2 Section A Revision				
Prior Learning <i>Building on your prior knowledge of Component 2 from Year 10, you will enhance your ability to read a range of engaging non-fiction texts. This topic will focus on engaging with analysis of non-fiction texts from a mixture of 21st century and 19th century sources. You will build on prior knowledge of textual analysis and the requirements to answer each of the reading questions on the Component 2 examination.</i>		Current Learning During your English lessons this half term, you will explore extracts from a range of non-fiction texts to cover a range of text types and contexts. The extracts studied in this topic have been selected from a vast array of sources, ranging from expeditions to the Antarctic to the exhilaration of cycling and sailing both in the 21 st and 19 th Century! You will be assessed on the following skills: <ul style="list-style-type: none">• AO1: Identify and interpret explicit and implicit information and ideas• AO2: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views• AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts• AO4: Evaluate texts critically and support this with appropriate textual references		Subsequent Learning You will continue to prepare for GCSE English Language in Half Term 3 where you will focus on English Language Component Two Writing Skills. By covering Component Two Writing Skills, you will emerge with a full understanding of the structure and skills required to successfully respond to Component Two of the exam.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1: Antarctic Expeditions of Ben Fogle and Captain Scott		Metaphor Simile Modal Verbs	A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access.	<ul style="list-style-type: none">• YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification.• The BPC English website also provides videos, resources and PowerPoints that you can access and download: www.bpcenglish.wordpress.com• Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas
Week 2: Antarctic Expeditions of Ben Fogle and Captain Scott		Alliteration Direct Address Facts	Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts.	
Week 3: Experiences of Cycling		Opinions Rhetorical Questions Emotive Language	Useful websites:	
Week 4: Food Waste		Statistics Triplcation Hyperbole Anecdote Imperatives Repetition	<ul style="list-style-type: none">• Home - BBC News• News, sport and opinion from the Guardian's UK edition The Guardian• BBC Bitesize• https://www.gcsepod.com/	

Year 11 Learning Map – Half Term 1

Non-Fiction Reading and Writing: Eduqas English Language Component 2 Section B			
Prior Learning Building on non-fiction writing skills from Key Stage 3 and Year 10, you will enhance your ability to write a range of engaging non-fiction texts. This topic will focus on planning and writing: speeches, articles, reports, letters and reviews. You will continue to develop the persuasive writing skills generated through various key stage 3 topics as well as through the study of transactional writing which was covered in Year 10 English Language lessons.		Current Learning During your English lessons the second half of this half term, you will work on crafting your writing skills to enable you to respond to the two writing tasks you will be required to complete on Section B of English Language Component 2. You will be assessed on the following skills: <u>AO5</u> (60% of the marks available): <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <u>AO6</u> (40% of the marks available): <ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
Subsequent Learning During Half Term 2 you will be studying Section A of English Language Component 1, which requires you to respond to a fictional piece of writing. You will need to draw upon the technical writing skills developed throughout this topic, such as: <ul style="list-style-type: none"> the use of a range of sophisticated vocabulary the use of punctuation for meaning and clarity. the application of varied sentence structures and discourse markers for impact. 			
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1: Planning and writing a formal letter.	Metaphor Simile Modal Verbs Alliteration Direct Address Facts Opinions Rhetorical Questions Emotive Language Statistics Triplication Hyperbole Anecdote Imperatives Repetition	A great way to practice reading non-fiction texts is by reading news articles online. The Guardian and the BBC News websites are both free to access. Online travel blogs are also useful for analysing and understanding how writers use language and structure in non-fiction texts. Useful websites: <ul style="list-style-type: none"> Home - BBC News News, sport and opinion from the Guardian's UK edition The Guardian BBC Bitesize 	<ul style="list-style-type: none"> YouTube is a wonderful resource for English revision. Search 'BPC English' for a range of revision and tutorial videos on the Eduqas English Language specification. The BPC English website also provides videos, resources and PowerPoints that you can access and download: www.bpcenglish.wordpress.com Visit the Eduqas website and read the exam specification and browse through past exam papers: GCSE English Language Eduqas
Week 2: Planning and writing a speech or talk.			
Week 3: Planning and writing an article.			
Week 4: Planning and writing a review and a report.			

GEOGRAPHY

Y11 AQA – 3.2.2 Challenges in the human environment– Section B: The changing economic world

<p>Prior Learning</p> <p>This topic builds on your knowledge from KS3, particularly your knowledge of Population and Development from Y7 and Y9.</p> <p>It builds upon prior skills such as cartographic, statistics/maths and graphical skills linked to global urban trends. We will also be using demographic data to profile different countries (such as Nigeria), cities and UK locations and areas.</p>	<p>Current Learning</p> <p>In this topic, you will learn about human processes and systems and how they change both spatially and temporally. They are studied in a range of places, at a variety of scales and include places in various stages of economic development. We will be focussing on Nigeria, and then the UK's changing economy.</p> <p>This topic is important for you to develop your geographical skills and case study application in extended geographical writing. We will be building on skills of choropleth mapping of population and economic data, development figures and development data calculations</p>		<p>Subsequent Learning</p> <p>We will go on to explore the dynamic nature challenges in the human environment looking at human processes. We will go on to learn about urban sustainability and the challenges of a resource.</p> <p>The topic will also equip you with the skills you need to be successful in Paper 1, 2 and 3 of your Geography GCSE, and makes up a third of Paper 2.</p>
<p>Lesson Sequencing</p> <p>The Changing Economic World</p> <p>1. Nigeria - Location and importance</p> <p>2. Nigeria - Wider context</p> <p>3. Nigeria – Changing industrial structure</p> <p>4. Nigeria – Role of TNCs in industrial development</p> <p>5. Nigeria – International Aid</p> <p>6. Nigeria – Environmental impacts of economic development</p> <p>7. Nigeria -Effects of economic development</p> <p>8. UK - Changing UK Economy</p> <p>9. UK – Post-industrial economy</p> <p>10. UK -Modern Industrial Development</p> <p>11. UK -Changing UK infrastructure -</p> <p>12. UK -Changing UK infrastructure - Transport</p> <p>13. UK -The North-South Divide</p> <p>14. UK -The UK in the wider world</p>	<p>Tier 3 Vocabulary</p> <p>Challenge</p> <p>Counter-urbanisation</p> <p>Deindustrialisation</p> <p>Economy</p> <p>Enterprise Zones</p> <p>High income country</p> <p>Inequality</p> <p>Lower income country</p> <p>Newley Emerging-Economy</p> <p>Opportunity</p> <p>Site</p> <p>Situation</p> <p>Trade</p> <p>Transport</p> <p>Urbanisation</p>	<p>Extended Learning</p> <p>A weekly GCSE Exam question homework sheet or GCSE Pod Question homework will be set to KS4 students.</p> <p>Recommended KS4 revision guides and workbooks can be found here: https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography</p> <p>Wider Reading: This book is an engaging and fascinating read: Human Geography: The Basics Andrew Jones</p>	<p>Ways in which home can support</p> <p>Please ensure your child is completing their weekly GCSE Exam question homework or GCSE Pod Question homework GCSEPod</p> <p>Helping encourage revision with the use of the following revision websites:</p> <ul style="list-style-type: none">Using BBC Bitesize: GCSE Geography - AQA - BBC BitesizeUsing Physics Maths Tutor: AQA GCSE Geography Revision (physicsandmathstutor.com)Using Physics Maths Tutor-Past Papers (AQA): GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com)Using Internet Geography: AQA GCSE Geography - Internet Geography

Health & Social Care

Year 11 Learning Map – Half Term 1

Year 11 BTEC Level 1/2 Health and Social Care: Human life span and development

Prior Learning Students were introduced to Component 2: Health and Social Care Services and Values. Students started to explore health and social care services and how they meet the needs of the service users. They looked at the different care providers, identifying the primary, secondary, tertiary and allied health professions. Students also discuss the roles and responsibilities for each provider, how service users can access these as well as investigating a range of social care services. Students also investigated a range of health conditions that could then apply to each provider. Students used this information to complete both task 1 and task 2 of their PSA.		Current Learning Students will explore how service users can access both health and social care providers as well as the barriers that they may face when trying to seek help and support for a range of health conditions. They will identify the issues that they may face as well as identifying a range of strategies to support individuals accessing service providers. Students will then start to study the skills, attributes and values required when giving care. They will look at a range of skills from problem solving, observational, organisation, and dealing with difficult situations. Students will also gain understanding of the attributes needed when working with service users such as empathy, patience, honesty and trustworthiness. Students will gain an understanding of the different types of health and social care services and the values that are required when working in health and social care settings as well as identifying any obstacles that services users may face and how to cope with these. Students will develop the skills and attributes needed to complete their component 2 PSA. They will develop the skills to interpret and determine the needs of case studies. Skills in application will start to develop during this time to ensure students are prepared for this completion.	Subsequent Learning Students will apply their knowledge gained on half term 1 around the skills, attributes and values required when giving care. They will apply this to case studies given for task 4 & 5 for their PSA.
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Barriers to accessing services	Multidisciplinary	-A great way to prepare for the PSA (Internal Controlled assessment) is by practise typing skills and application of knowledge. Students will receive practice assessment questions to gain an understanding of how to apply knowledge within this setting. -YouTube videos, blogs and the news are also useful for wider understanding of growth and development and life factors that could impact development. -Wider reading opportunities: The fault in are stars by John Green 2012 Homework- Set once a week All homework will tie in with preparation for the PSA, they will be required to research and make notes to support their completion of the PSA. Students will research the barriers of accessing services and the requirements to support with ease of accessing health and social care provisions.	YouTube is a wonderful resource for H&SC revision. If you search H&SC Level 1/2 tech award several supportive tutorial videos are available. The following link allows you to explore through a range of videos the structure and expectations of the course, along with a breakdown of each component. BTEC Bitesize- External Assessment FAQs- BTEC Tech Award (2022) Health and Social Care (youtube.com) You could also watch a number of documentaries of child development such as: 24 hours in A&E Junior doctors on the front line One born every minute
Barriers to accessing services	Advocates		
Task 3 PSA	Impairment		
Task 3 PSA	Physical aids		
Skills, values and attributes in Health and Social care	Stigma		
Obstacles that individuals requiring care may face	Confidentiality		
Obstacles that individuals requiring care may face	Advanced radiotherapy		
Benefits to individuals of the skills, attributes and values in health and social care.	Optical care		
	Complementary therapies		
	Psychological		
	Geographical		
	Empathy		
	Vulnerable		
	Exploitation		
	Prejudice		
	Discrimination		
	Jargon		
	Dignity		
	Person-centred care		

Crime and Punishment (P1)

Prior Learning This topic builds on the knowledge you gained in year 10 on the difficulties of policing Whitechapel and the methods the police used in the 1800s. It also builds upon your foundational knowledge of medieval crimes and policing, which you studied in KS3. Finally, it builds upon the explanation skills you developed throughout year 10.		Current Learning In this topic you will learn about the different types of crime that exist, and how societal changes led to criminality changing too. You will also learn about how policing methods have developed from being community focused into a professional role. This topic is important for you to develop your historical skills and knowledge because it will introduce you to analysing similarities and differences between time periods.	Subsequent Learning This topic provides the basis/starting point for a later study on the different punishments used in England throughout the ages. You will continue to develop your use of explanation skills and the selection of accurate and precise evidence. The topic will also equip you with the skills you need to be successful in Paper 1 of your History GCSE
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Types of crime	Beat	Students will be set retrieval or revision homework every week on Forms. Please encourage your child to complete this. Revision Guides are available via Teams. These contain a summary of the content and a range of tasks which are worth doing to cement knowledge. These books are engaging and fascinating reads: These books are engaging and fascinating reads: Revise Edexcel GCSE (9-1) History Crime and Punishment Revision Guide by Pearson	You could watch the following documentaries with your son/daughter: YouTube: The History of Crime and Punishment in Britain: c1000- Present Conscientious Objectors Crime and Punishment GCSE History Mr Prior Forest Laws Norman Law. King William. Poaching Crime and Punishment GCSE History Mr Prior
How has crime changed over time?	Heresy		
How did the medieval community police crime?	Justice of the Peace		
Did the Church help or hinder justice in medieval times?	Parish constable		
How did policing change in the Early Modern Period?	Poaching		
How did policing develop in the 18 th and 19 th centuries	Sanctuary		
What is policing like in modern Britain?	Tithing		
	Treason		
	Vagabond		
	Wergild		

Year 11 Creative iMedia Learning Map

Topic Number: Section B

Topic Title: R093: Creative iMedia in the media industry				
Prior Learning This topic builds on prior knowledge from the coursework topics but putting them into exam content and relating them to the real life		Current Learning In this topic you will learn about the media in the industry in preparation for the R093 examination paper Creative iMedia in the media industry. Students will be able to look into the house style, content and layout of media documents. They will also consider how this links to the purpose of each document and how they are used to convey meaning. Pupils will begin to develop their examination technique and recap on key terminology.		Subsequent Learning This topic will prepare you for further learning in media courses and for the exam taken in the January series.
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson 1	Workplans	Client Colour depth Colour mode Compatibility Compression Mastheads Scalability Transparency Typography White space	Pupils are set weekly homework tasks using 'knowitallninja'. These are short recap tasks based on examination content. https://www.knowitallninja.com/ You will be given knowledge organisers for each topic or set work through OneNote to consolidate your learning in lessons. In addition, if you wish to complete further revision you can access GCSE Pod and Seneca for videos, test and extended reading. Wider Reading Opportunities R093 - Creative iMedia in media industry sample question paper (ocr.org.uk) New R093 Creative iMedia in the Media Industry Course (knowitallninja.com)	Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR
Lesson 2	Mind maps			
Lesson 3	Mood boards			
Lesson 4	Scripts			
Lesson 5	Storyboards			
Lesson 6	Visualisation diagrams			
Lesson 7	Assets			
Lesson 8	Wireframes			

Quadratic equations – FOUNDATION TIER

Prior Learning This topic builds on students' prior learning from Unit 2 and 4 (Algebra and Equations). Students will use consistent methods in expanding and factorising from these topics.	Current Learning In this topic you will learn to expand two brackets, factorise and solve a quadratic equation. You will also learn to draw quadratic graphs.	Subsequent Learning This topic will be interleaved with previous topics such as Area such that students can access AO3 problem solving questions.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none">Expand double bracketsFactorise quadratic expressionsSolve quadratic equations by factorisingDraw quadratic graphs	<ul style="list-style-type: none">QuadraticEquationExpressionSolveFactoriseExpandParabola	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: <ul style="list-style-type: none">MathsWatch - to complete homework and access further revision.Corbett Maths - for extra support videos and work on the topics stated.Maths Genie - for exam questions, videos and solution on the topics stated

Circles, cylinders, cones and spheres – FOUNDATION TIER

Prior Learning This topic builds on students' prior learning from Y8 Area of circles as well as students' learning in Y9 Unit 2 as students will be applying their skills of substitution in to new formulae.	Current Learning In this topic you will learn to find the area and circumference of circles and parts of circles. You will also apply with learning to volume and surface area of cylinders. Finally, you will use new formula to find the volume and surface area of cones and spheres.	Subsequent Learning This topic will be used within AO3 problem solving questions. You will continue to use the skills learnt within this topic in any further studies in Construction or Engineering.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none">Names of circle partsArea of circles and circle partsCircumference of circles and perimeter of circle partsSurface area and volume of cylindersSurface area and volume of cones and spheres	<ul style="list-style-type: none">RadiusDiameterCircumferenceVolumeTangentChordArcSectorSegment	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Foundation Revision guides	Support your child's progress through: <ul style="list-style-type: none">MathsWatch - to complete homework and access further revision.Corbett Maths - for extra support videos and work on the topics stated.Maths Genie - for exam questions, videos and solution on the topics stated

Higher – Further trigonometry			
Prior Learning This topic builds on students' prior skills using trigonometric ratios in right-angled triangles (SOHCAHTOA) and the Graphs unit.		Current Learning In this topic you will learn to the Sine and Cosine rule and how to apply these formulae to non-right angled triangles. You will also be introduced to graphs of the three trigonometric functions and learn to use these to answer higher order problems.	
		Subsequent Learning Graphs of trigonometric functions are revisited and developed in the Graph Transformations unit as you will learn to transform the functions. Trigonometric graphs are applied in A Level Maths frequently.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Calculate a missing length or angle using the Sine rule • Calculate a missing length or angle using the Cosine rule • Calculate the area of any triangle using the Sine formulae • Draw, recognise and interpret trigonometric graphs 	<ul style="list-style-type: none"> • Trigonometric • Ratio • Symmetry 	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: <ul style="list-style-type: none"> • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated

MATHS

Higher – Further trigonometry			
Prior Learning This topic builds on students' prior skills using trigonometric ratios in right-angled triangles (SOHCAHTOA) and the Graphs unit.		Current Learning In this topic you will learn to the Sine and Cosine rule and how to apply these formulae to non-right angled triangles. You will also be introduced to graphs of the three trigonometric functions and learn to use these to answer higher order problems.	
		Subsequent Learning Graphs of trigonometric functions are revisited and developed in the Graph Transformations unit as you will learn to transform the functions. Trigonometric graphs are applied in A Level Maths frequently.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> Calculate a missing length or angle using the Sine rule Calculate a missing length or angle using the Cosine rule Calculate the area of any triangle using the Sine formulae Draw, recognise and interpret trigonometric graphs 	<ul style="list-style-type: none"> Trigonometric Ratio Symmetry 	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: <ul style="list-style-type: none"> MathsWatch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Maths Genie - for exam questions, videos and solution on the topics stated

Higher – Cumulative frequency, Box Plots and Histograms

Prior Learning This topic builds on students' prior skills in plotting graphs. Students will have also be revisiting Histograms from the Statistical diagrams unit in Y9.	Current Learning In this topic you will learn to draw and interpret cumulative frequency graphs, histograms and box plots.	Subsequent Learning Histograms are used in A Level Maths. All the statistical diagrams could be used in future careers for presenting and interpreting data.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none">• Draw and interpret cumulative frequency graphs• Draw and interpret box plots• Draw and interpret histograms• Calculate and interpret quartiles, median and interquartile range	<ul style="list-style-type: none">• Cumulative• Histogram• Box plot• Quartile• Median• Range	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: <u>CGP Revision guides - higher tier</u>	Support your child's progress through: <ul style="list-style-type: none">• <u>MathsWatch</u> - to complete homework and access further revision.• <u>Corbett Maths</u> - for extra support videos and work on the topics stated.• <u>Maths Genie</u> - for exam questions, videos and solution on the topics stated

MATHS

Higher – Further algebra			
Prior Learning This topic builds on students' prior skills in manipulating liner and quadratic expression algebraic expressions and solving equations from multiple units in Y7-9, as well as work from the Graphs unit.		Current Learning In this topic you will learn how to expand more than two brackets. You will learn to recognise, draw and interpret cubic and reciprocal functions on a graph.	
		Subsequent Learning Your skills in sketching graphs will later link to solving quadratic inequalities. Sketching graphs and being able to work with higher order expressions will support your work in A Level Maths.	
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Expand three brackets • Sketch quadratic graphs • Draw and interpret cubic graphs • Draw and interpret reciprocal graphs 	<ul style="list-style-type: none"> • Expand • Cubic • Roots • Reciprocal 	All students have access to Mathswatch and are encouraged to complete the weekly homework that is automatically set. Recommended revision guides can be found here: CGP Revision guides - higher tier	Support your child's progress through: <ul style="list-style-type: none"> • MathsWatch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Maths Genie - for exam questions, videos and solution on the topics stated

Music Technology Y11 – HT1.1 and 1.2 Synoptic assessment

Prior Learning This period starts your synoptic assessment window. You will combine your learning from the 5 units that you have studied across Year 10 and Year 11. 1: Introduction to music technology and the music business 2: The digital audio workstation 3: Music elements, music styles and music technology 4: Sound creation 5: Multitrack recording	Current Learning You will commence your synoptic project this term. This is a 17 hour non exam assessment. You will work independently and apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable you to demonstrate an integrated connection and coherence between the different elements of the qualification. The NEA will contribute 60% towards the overall qualification grade and therefore it is important that you produce work to the highest standard.	Subsequent Learning You will then focus on preparation for your written exam in June.	
Lesson Sequencing	Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lessons will be sequenced so that you have preparatory planning time in lessons and then a period of formal assessment. We will continue to thread written recall workshops in preparation for your external exam in June.	Development of music technology Music business DAW software functions Musical elements Musical style Sound creation Multitrack recording	Access your Teams account and the lesson material to refresh your understanding of key terminology. Access the WAGOLLS and WABOLLS to understand how to achieve higher band responses. Create your draft synoptic responses linked to each task prior to the assessment lesson to be provided with feedback and next steps	Support your child's progress through: Encourage your child to practice using the DAW software by attending an after school session. <u>Focus on Sound</u> and then log on using their Microsoft Teams account. Accessing their Microsoft Teams for directed exercises on current topics

KS4 Learning Map

Topic: Alternative Games

Pathway: Alternative Games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understanding and analysis of performance in some of the more traditional sports		Current Learning: Students will learn more sport specific skills linked to each of the games. They will then be given the opportunity to practise and perfect techniques and game play whilst fostering a love for sport.		Subsequent Learning: This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.
Units covered over the year: table tennis, dodgeball, badminton, tchoukball, volleyball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction of game and key rules linked to modified games	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Learning of new skills and modified games			
Lesson 3	Introduction of tactical game play			
Lesson 4	Tactical game play			
Lesson 5	Tactical play and analysis of performance to aid improvement			

KS4 Learning Map

Topic: Boys' Games

Pathway: Boys' games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.		Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.
Units covered over the year: Football, basketball, rugby, flag football, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

KS4 Learning Map

Topic: Dance Fitness

Pathway: Dance fitness				
Prior Learning: Students have completed units of work in KS3 which focused on the learning of techniques and skills the students have used to choreograph a phrase into their routines using key aspects such as body tension, use of levels, formations and aspects of canon, unison, retrograde and travel.		Current Learning: Students will be perform a variety of dance styles through dance and fitness. They will develop their choreography skills to perform as a group/or individual in a range of styles and refine their evaluation skills of their own and other performances. They will continue to refine their ability to observe performances and give constructive feedback.		Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind through the medium of dance and dance related practice. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.
Units covered over the year: Dance, Cheerleading, Circuits, Zumba, Yoga,				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Extended Reading	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Cardiovascular Muscular Skeletal Respiratory Heart rate Anaerobic Aerobic Target zones Time under tension	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Fitness

Pathway: Fitness				
Prior Learning: Students have completed units of work in KS3 which focused on understanding the importance of a healthy body and a healthy mind. They have completed a unit of health and fitness which covers a variety of training methods.		Current Learning: Students will develop their knowledge and understanding of how to improve their fitness through different mediums and how different practices affect our bodies in different ways.		Subsequent Learning: This topic will develop student skills to understand their body and what is required to keep a healthy body and healthy mind. We aim to give students a better idea of sport beyond school, what that looks like and how they can access it in the community or at home.
Units covered over the year: circuits, aerobics, yoga, zumba, weight training, boot camp				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Introduction to the method and teaching of key skills needed	Aerobic Anaerobic Cardiovascular Heart rate Muscular Respiratory Skeletal Target zones Time under tension	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Development of key teaching aspects			
Lesson 3	Opportunity to develop and create own routines or personalise training			
Lesson 4	Opportunity to develop and create own routines or personalise training			
Lesson 5	Reflect upon training and ideas for further development			

KS4 Learning Map

Topic: Girls' Games

Pathway: Girls' games				
Prior Learning: Students have completed units of work in KS3 which focused on skill development, tactics and understand and analysis of performance.		Current Learning: Students will develop their skills to each of the games to allow them to practise and perfect techniques and game play whilst fostering a love for sport.		Subsequent Learning This topic will develop student skills to work with others using communication skills, negotiation tactics, empathy and compromise whilst allowing them to practice skills such as resilience and application to allow them success in their sport. We also aim to give students a better idea of sport beyond school, what that looks like and how they can access it.
Units covered over the year: basketball, football, netball, dodgeball, handball, rounders				
Lesson Sequencing – Each unit will follow a similar sequence		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Recap of skills learnt at KS3 through game play	Analysis Attack Defence Formation Official Tactics Umpire	1. Too Many Reasons to Live: Rob Burrow 2. Why we kneel how we rise: Michael Holding 3. All in: Billie Jean King 4. Stronger: Poorna Bell 5. My life: Queen of the court: Serena Williams 6. Unbelievable: Jessica Ennis	- Let students play sport - Give them opportunities to get involved in local teams - Support in attending school teams and competitions.
Lesson 2	Recap of skills learnt at KS3 through game play			
Lesson 3	Game play to introduce and revisit tactics			
Lesson 4	Game play to introduce and revisit tactics			
Lesson 5	Student led competition			

Topic Number: 1

Mental Health				
Prior Learning This topic builds on work that you have looked at in year 8 understanding mental health and the importance of knowing symptoms of different ways people's mental health could be impacted. It will strengthen your understanding of where to get help if it is ever needed.		Current Learning In this topic you will learn: What is meant by mental health and dispel any myths that are associated with mental health. This topic will allow you to depend your understanding on mental health and the signs and symptoms to different mental health conditions. You will discuss the different stresses which may impact an individual's life and the different strategies/support systems a person can use to help through difficult times.		Subsequent Learning This topic will prepare you for: The stresses of year 11 and life beyond Ridgewood School. This topic will equip you with strategies that you could turn to in a difficult time to help through stressful situations. You will develop the skills to use knowledge and understanding to identify signs and symptoms of different mental health conditions and where support can be sought. You will develop an understanding on how to stay safe and seek help for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Lesson 1	What is mental health	Stress Anxiety Depression Mental health Coping strategy Time management Support network	You can use independent study opportunities to engage with the following websites about mental health and exam stress. Parents' Guide To Supporting Children At Exam Time YoungMinds Parents Mental Health Support Advice for Your Child YoungMinds	Explore the websites such as Young Minds and Samaritans which explain different support networks and coping mechanisms for dealing with stress and anxiety Discuss the different ways mental health impacts people and where people can seek support if suffering with their mental health
Lesson 2	Exam stress			
Lesson 3	Anxiety			
Lesson 4	Assessment			

Topic Number: 1

Importance of human life

Prior Learning

This topic builds on work that you have looked at in year 9, understanding why religious people believe human life has value and how different ethical issues may impact the approach religious people take. It will strengthen your understanding to apply religious beliefs to key ethical issues.

Current Learning

In this topic you will learn:
how religious people value life and the beliefs and teachings behind this. This topic will allow you to deepen your understanding on different ethical issues which surround the start and end of life from a medical and criminal/legal perspective. You will formulate your own opinions on these ethical issues and discuss and understand the beliefs and opinions of your peers and religious believers.

Subsequent Learning

This topic will prepare you for:
Understanding different ethical issues that may arise for you as individuals or those around you including being able to understand different topical issues that may arise both locally and globally. This topic will equip you with the knowledge and understanding to engage in meaningful conversation and make informed decisions on different moral and ethical issues.
You will develop an understanding on different medical and legal issues that impact life and also an understanding of where to seek help and information for yourself or those in need to ensure you can remain happy, healthy and safe from now into adulthood.

Lesson Sequencing

Lesson 1	When does life begin
Lesson 2	Fertility Treatment
Lesson 3	Abortion
Lesson 4	Euthanasia
Lesson 5	Crimes against the person
Lesson 6	Death penalty
Lesson 7	Religion and mental health
Lesson 8	Religion and addiction
Lesson 9	Assessment

Tier 3 Vocabulary

Artificial insemination
Capital punishment
Imago Dei
Infertility
Involuntary euthanasia
Precepts
Sanctity of life
Termination
Voluntary euthanasia

Extended Learning

You can use independent study opportunities to engage with the following websites which look at key topics covered in this module in the news.

[US abortion debate - BBC News](#)

[BBC - Ethics: Euthanasia and physician assisted suicide](#)

[Esther Rantzen begs MPs to attend assisted dying debate - BBC News](#)

Ways in which parents/carers can support

Explore the websites such as BBC News, ITV news, Sky News to look at topical issues that relate to medical issues and legal issues taught in this module, this can be both local and global news

Discuss the different opinions shared in relation to the topics covered and also your own opinions and where they come from, encourage open conversation to share opinions and beliefs as a family.

Year 11 Learning Map

Theme B: Religion and Life

<p>Prior Learning This topic builds on your knowledge base of key religious beliefs and teachings from KS3 and your GCSE course so far and allows you to apply this knowledge to moral issues surrounding medical ethics and the issues of life and death. You will also use key teachings and ideas such as the sanctity of life, which you studied in the Year 9 Medical Ethics topic and on animal rights and the environment which you studied in Year 7, and apply these to issues such as abortion, euthanasia. You will also use knowledge gained from the Year 10 topics Christian and Buddhist beliefs to supplement your understanding of the different views on the afterlife and creation.</p> <p>Throughout this topic, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to the explanation of moral issues and beliefs. You will continue to develop your skill of evaluation through exam style questions and debates.</p>			
<p>Current Learning In this topic you will learn about a variety of religious and non-religious beliefs about issues such as what are the origins of the universe and human and life and consider how these beliefs impact religious belief and teaching surrounding abortion, euthanasia, the treatment of animals and caring for the environment. You will learn about the different social and moral implications of these issues.</p> <p>You will debate controversial issues such as whether humans have a responsibility to care for the natural world and animals. You will discuss the moral and ethical issues associated with humans taking control of the natural course of life and consider the impact of these on issues surrounding the afterlife. These debates will support the development of your evaluative skills.</p>			
<p>Subsequent Learning This topic will develop your understanding of key religious beliefs and teachings such as the sanctity of life, creation and beliefs about the afterlife that you will use in both further Key Stage 4 RE topics and KS5 RE study. It will also continue to develop your skills of explanation and evaluation that will be necessary throughout your time in RE at Ridgewood.</p> <p>Throughout the topic you will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers - this is a skill that will continue to be developed throughout your RE studies.</p>			
Lesson Sequencing	Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
<ol style="list-style-type: none"> Origins of the Universe The Value of the world The use and abuse of animals The origins of human life Abortion Euthanasia Life after death 	Abortion Conception Conservation Euthanasia Evolution Hospice Quality of life Sanctity of life The Big Bang Vegetarian	<p>Every 2 weeks you will be set an assignment on GCSE Pod which will consist of revision videos to watch and summarise and questions for you to complete.</p> <p>In addition, if you wish to complete further revision you can download revision activity booklets from Teams. These include retrieval tasks, exam style questions and revision notes to support your learning. A printed copy can also be collected from your teacher.</p> <p>Wider Reading: You can use independent study opportunities to engage with wider reading using the following websites about religious views relating to;</p> <p>Abortion: What is an abortion? - Abortion - GCSE Religious Studies Revision - BBC Bitesize</p> <p>The Environment: Sustainability and unsustainability: some facts - Environment - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Animal Rights: What is meant by animal rights? - Animal rights - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Euthanasia: What is euthanasia? - Euthanasia - GCSE Religious Studies Revision - BBC Bitesize</p>	<p>Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to recent issues that are happening in society, to issues within medical ethics.</p>

Year 11 Learning Map

Topic Number: B5

Genetics					
Prior Learning This topic builds on students' prior knowledge from Key Stage 3. It relies on students understanding what is meant by the terms gene, chromosome and sexual and asexual reproduction.			Current Learning In this topic you will learn how characteristics of living things (like eye colour and gender) are determined and inherited through genetics. You will then discover how cystic fibrosis & polydactyly are inherited, before starting to understand how organisms can be modified by genetic modification and selective breeding.	Subsequent Learning This topic will support you when revising cell structure and organelles and in your future lessons on ecology.	
Lesson Sequencing (Lessons highlighted in green represent subject content only for students studying separate sciences)			Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	Genes Homozygous Heterozygous Chromosome Dominant Recessive Phenotype Genotype Selective breeding Genetic engineering Antibiotic resistance Vector	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: <ul style="list-style-type: none">CGP revision guidesEducakeBBC bitesizeWomen in Science: 50 Fearless Pioneers Who Changed the World – Rachel Ignatofskyhttps://www.sciencemag.org/news/2020/04/rice-genetically-engineered-resist-heat-waves-can-also-produce-20-more-grainhttps://www.sciencemag.org/news/2019/11/bangladesh-could-be-first-cultivate-golden-rice-genetically-altered-fight-blindness	Support your child's progress through: <ul style="list-style-type: none">Educake - to complete homework and access further revisionmyGCSE science - for extra support videos and work on the topics statedGCSEpod - for extra support videos and work on the topics statedAccessing their Microsoft Teams work for directed exercises on current topics
1	4.6.1.	Sexual and asexual reproduction			
2	4.6.1.	Meiosis			
3	4.6.1.	Advantages and disadvantages of sexual			
4	4.6.1.	Genetic inheritance			
5	4.6.1.	Inherited disorders			
6	4.6.2.	Variation			
7	4.6.2.	Evolution			
8	4.6.2.	Selective breeding			
9	4.6.2.	Genetic engineering			
10	4.6.2.	Cloning			
11	4.6.3.	Theory of evolution			
12	4.6.3.	Speciation			
13	4.6.3.	The understanding of genetics			
14	4.6.3.	Evidence for evolution			
15	4.6.3.	Fossils			
16	4.6.3.	Extinction			
17	4.6.3.	Resistant bacteria			
18		Revision			

Year 11 Learning Map

Topic Number: B6

Ecology						
Prior Learning This topic builds on students' prior knowledge from Key stage 3. Students will have a basic understanding of food chains and what producers and consumers are. The water cycle (Biology 4.7.2.2) links to Chemistry 4.9.1.2 –The Earth's early atmosphere. Waste management (Biology 4.7.3.2) links to Chemistry 4.9.3.1 – Atmospheric pollutants from fuels. The role of biotechnology (Biology 4.7.5.4) links to Biology 4.6.2.4 Genetic engineering.			Current Learning In this topic students will learn how organisms are classified based on their evolutionary relationships, are interdependent and show adaptations to their environment. Students will also learn the difference between the abiotic and biotic components of an ecosystem, and how materials are continually cycling through those components. Students will go on to understand how the distribution of organisms can be affected by different conditions as well as how to measure the number of different organisms.		Subsequent Learning This topic will support you with your understanding of photosynthesis and its importance.	
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)			Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support	
Lesson number	Spec code	lesson title	Classification Phylogeny Quadrat Transect Ecosystem Abiotic Biotic Predator Trophic level Food chain Food web Biomass	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: <ul style="list-style-type: none"> CGP revision guides Educake BBC bitesize 	Support your child's progress through: <ul style="list-style-type: none"> Educake - to complete homework and access further revision myGCSE science - for extra support videos and work on the topics stated GCSEpod- for extra support videos and work 	
1	4.6.4.1	Classification				
2	4.6.4.1	Classification and evolutionary trees				
3	4.7.1.1-3	Ecosystems and interdependence				
4	4.7.1.4	Animal and plant adaptations				
5	4.7.4.1	Food webs and trophic levels				
6	4.7.4.2-3	Pyramids of Biomass and transfer				
7	4.7.2.1	Predator prey cycles				
8	4.7.2.1	RP9 Sampling				
9	4.7.2.1	RP9 Sampling and analysis of the FA				
10	4.7.2.2	Water cycle				
11	4.7.2.2	Carbon cycle				
12	4.7.2.2	Decay				

13	4.7.2.3	Investigating Decay			on the topics stated • Accessing their Microsoft Teams work for directed exercises on current topics
14	4.7.3.1 & 4.7.3.6	Biodiveristy and maintaining biodiversity			
15	4.7.3.5	Global warming			
16	4.7.3.2	Waste management			
17	4.7.3.3	Deforestation and land use			
18	4.7.2.4	Environmental change			
19	4.7.5.4	Biotechnology			
20	4.7.5.2-3	Food security & FA			

Topic Number: C5

Reactivity				
Prior Learning This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of metals, the reactions undergone by metals, as well as what acids are and the reactions undergone by acids.		Current Learning In this topic you will learn about: the reactions undergone by metals; the reactivity of metals; how to prepare a soluble salt from an acid and a metal oxide; the pH scale and neutralisation. Students studying triple science will learn about common organic molecules as well.		Subsequent Learning This topic will prepare you for inorganic chemistry and biochemistry should you choose to study A level Chemistry
Lesson Sequencing		Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
1	Metal oxides	Metal Ion Reactivity Acid Alkali pH scale Strong (acid) Weak (acid) Neutralisation Salt	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning: <ul style="list-style-type: none"> CGP revision guides Janice VanCleave's Chemistry for Every Kid : 101 Easy Experiments that Really Work 	Support your child's progress through: <ul style="list-style-type: none"> Educake - to complete homework and access further revision myGCSE science - for extra support videos and work on the topics stated GCSEpod- for extra support videos and work on the topics stated Accessing their Microsoft Teams work for directed exercises on current topics
2	Metals, water and acid			
3	The reactivity series			
4	Oxidation and reduction in terms of electrons			
5	Reactivity of acids with metals			
6	Neutralisation of Acids and salt production			
7	Soluble salts			
8	RP8			
9	RP8			
10	The pH Scale and Neutralisation			
11	Strong and weak acids			

Topic Number: C6

Equilibrium and electrolysis

Prior Learning

This topic builds on students' prior knowledge from Key Stage 3, deepening their understanding of how to separate compounds (electrolysis) and extending their knowledge of reversible reactions.

Current Learning

In this topic you will learn about: what a reversible reaction and an equilibrium are; what happens when the conditions of an equilibrium are changed; what electrolysis is and how it can be used to separate ionic compounds

Subsequent Learning

This topic will prepare you for physical chemistry should you choose to study A level Chemistry

Lesson Sequencing

(lessons highlighted in green represent subject content for only higher tier science students)

Tier 3 Vocabulary

Reversible reaction
Equilibrium
Electrolysis
Ionic compound
Electrode
Anode
Cathode

Extended learning

All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher.

Extended learning

- CGP revision guides
- SuperSimple Chemistry: The Ultimate Bitesize Study Guide
- Science Encyclopedia: Atom Smashing, Food Chemistry, Animals, Space, and More!
- Educake
- Physics and maths tutor

Ways in which parents/carers can support

Support your child's progress through:

- [Educake](#) - to complete homework and access further revision
- [myGCSE science](#) - for extra support videos and work on the topics stated
- [GCSEpod](#) - for extra support videos and work on the topics stated
- Accessing their Microsoft Teams work for directed exercises on current topics

Lesson	Spec	Lesson title
1	4.6.2.1-2	Reversible reactions and energy changes
2	4.6.2.3	Equilibrium
3	4.6.2.4-7	Equilibrium conditions – Le Chatelier
4		
5	4.10.4.1	The Haber process
6	4.10.4.2	Production and uses of NPK fertilisers
7	4.4.3.1	The process of Electrolysis
8	4.4.3.2	Electrolysis of Molten Ionic compounds
9	4.4.3.3	Using Electrolysis to Extract Metals
10	4.4.3.4	Electrolysis of aqueous solutions
11	4.4.3.4	RP 9 - Electrolysis
12	4.4.3.5	Electrolysis half equations
13	4.5.2.1	Cells
14	4.5.2.2	Hydrogen fuel cells

Topic Number: P5

Forces					
Prior Learning This topic builds on students' prior knowledge of forces from KS3.			Current Learning In this topic students will learn that Forces are responsible for all the interactions between particles and objects. They can be divided into two categories: contact forces and non-contact forces. In this topic students will look at these two categories of forces and be able to calculate the force exerted on objects from different sources.		Subsequent Learning This topic will support student's knowledge of the interaction of objects and their environments. It will enable students to understand how motion occurs as a direct result of the forces that act upon them.
Lesson Sequencing (lessons highlighted in green represent subject content for only higher tier science students)			Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	Scalar quantities Vector quantities Resultant force Balanced force Unbalanced force Displacement Velocity Acceleration Stopping distance Thinking distance Braking distance	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning <ul style="list-style-type: none">CGP revision guidesBBC Bitesize - https://www.bbc.co.uk/bitesize/topics/ztmttv4EducakePhysics and maths tutor	Support your child's progress through: <ul style="list-style-type: none">Educake - to complete homework and access further revisionmyGCSE science - for extra support videos and work on the topics statedGCSEpod- for extra support videos and work on the topics statedAccessing their Microsoft Teams work for directed exercises on current topics
1	4.5.1.1	Scalar and vector quantities			
2	4.5.1.2	Contact and non-contact forces			
3	4.5.1.3	Gravity			
4	4.5.1.4	Resultant forces			
5	4.5.1.4	Parallelogram of forces			
6	4.5.1.4	Resolution of forces			
7	4.5.6.1.	Distance and displacement			
8	4.5.6.2.	Speed			
9	4.5.6.2.	Speed			
10	4.5.6.1.	Velocity			
11	4.5.6.1.	Acceleration			
12	4.5.6.1.	Acceleration			
13	4.5.6.2.	Newtons first law			
14	4.5.6.2.	Newtons second law			
15	4.5.6.2.	RP 7			
16	4.5.6.2.	Newtons third law			
17	4.5.6.3.	Stopping distance and reaction time			
18	4.5.6.3.	Factors effecting stopping distance			

Topic Number: P6

Physical interactions					
Prior Learning This topic builds on students' prior knowledge of forces from KS3 and KS4 alongside improving students' knowledge of space and the interactions that led to the formation of the universe.		Current Learning In this topic students will learn that Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials. Students will also learn that in the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours, and what is causing the universe to expand ever faster?		Subsequent Learning This topic will support student's knowledge of the interaction of objects and their environments. Students will also be equipped to answer questions about the origin and development of the universe.	
Lesson Sequencing (lessons highlighted in green represent subject content for only separate science students)			Tier 3 Vocabulary	Extended learning	Ways in which parents/carers can support
Lesson	Spec	Lesson title	Moments Levers Gears Pivot Pressure Momentum Magnetic fields Electromagnetism Motor effect Generator effect Induced potential Transformers Solar system Star life cycle Satellites	All students have access to Educake, myGCSE science and GCSEpod and are encouraged to complete fortnightly the homework set by their teacher. Extended learning <ul style="list-style-type: none">CGP revision guidesBBC Bitesize - https://www.bbc.co.uk/bitesize/topics/ztmttv4EducakePhysics and maths tutor	Support your child's progress through: <ul style="list-style-type: none">Educake - to complete homework and access further revisionmyGCSE science - for extra support videos and work on the topics statedGCSEpod- for extra support videos and work on the topics statedAccessing their Microsoft Teams work for directed exercises on current topics
1	4.5.4.1	Moments levers and gears			
2	4.5.5.1	Pressure in a liquid 1			
3	4.5.5.2	Pressure in a liquid 2			
4	4.5.5.3	Atmospheric pressure			
5	4.5.7.1	Momentum			
6	4.5.7.2	Conservation of momentum			
7	4.5.7.3	Changes in momentum			
8	4.7.1.1	Poles of a magnet & magnetic fields			
9	4.7.2.1	Electromagnetism			
10	4.7.2.2	Fleming's left hand rule & electric motors			
11	4.7.2.4	Loudspeakers			
12	4.7.3.1	Induced potential			
13	4.7.3.2	Uses of the generator effect & microphones			
14	4.7.3.4	Transformers			
15	4.8.1.1	Our solar system & life cycle of a star			
16	4.8.1.3	Orbital motion, natural and artificial			
17	4.8.1.4	Red shift			

Year 11 Learning Map

Topic Number: 6 and 7

Theme 2, Unit 6: celebrity culture Theme 3, Unit 7: Travel and Tourism				
Prior Learning This topic builds on what students were learning at the end of Year 10. We will also build from learning in Key stage 3 to talk about transport and tourism. It will include previously learnt grammar and high frequency vocabulary and will build on this, focussing on reflexive verbs, direct and the conditional tense.		Current Learning In this topic you will learn about how to talk about routines of famous people and the pros and cons of fame. We will then start to look at the new topic of travel and tourism and begin by looking at transport and holiday activities. We will then focus our learning on different types of holiday, problems on holiday and visits to the Spanish speaking world		Subsequent Learning This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary and grammar that we learn will be used in other topics. After this unit of work we move on to the topic of technology in everyday life, so knowledge of opinions and talking in different tenses will be crucial as will being able to give a balanced argument.
Lesson Sequencing		Key Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	Grammar and high frequency vocabulary recap	Las vacaciones – holidays Por la mañana – in the morning Las ventajas – the advantages Las desventajas – the disadvantages El coche – car El avión – plane Un desastre – a disaster Las ciudades – cities Visitar – to visit Viajar – to travel	<ul style="list-style-type: none"> Quizlet to practice vocabulary – all the vocabulary for the course is available on there Use of revision guides and work books Listening practice – Kerboodle, BBC Bitesize or www.aqa.org.uk (GCSE Spanish Past Papers) Grammar practice - www.bbc.co.uk/bitesize 	To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Encouraging students to watch films or TV shows in Spanish on Netflix or other streaming services Helping students to practise vocabulary each week in preparation for a vocabulary test
Week 2	Morning routine			
Week 3	Pros and cons of fame			
Week 4	Revision of Theme 2			
Week 5	Transport and holiday activities			
Week 6	Problems on holiday			
Week 7	Different types of holiday			
Week 8	Visits to Spanish speaking cities			

Sports Science

Year 11 Learning Map – HT1

Topic: R183: Nutrition and sports performance & R180: Reducing the risk of sports injuries and dealing with common medical conditions				
<p>Prior Learning – R181: Students have now completed 40% of their final grade. The information learnt in this topic can be used to support their exam work and coursework for R183.</p> <p>R180: Students have completed the learning for topic 1 (extrinsic and intrinsic factors), topic 2 (warmups and cool downs) topic 3 (different types and causes of sports injuries) topic 4 (Reducing risk, treatment and rehabilitation of sports injuries and medical conditions)</p>		<p>Current Learning – R183: Topic 1 = Nutrients needed for a healthy, balanced nutrition plan.</p> <p>R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions</p>		<p>Subsequent Learning – EXAM - R180: Topic Area 5: Causes, symptoms and treatment of medical conditions</p> <p>R183: Coursework - R183: Topic 2 - Nutrition and sports performance Topic 3 - Applying differing dietary requirements to varying types of sporting activity. Topic 4 - Developing a balanced nutrition plan for a selected sporting activity. Topic 5 - How nutritional behaviours can be managed to improve sports performance</p>
Lesson Sequencing		Tier 3 Vocabulary	Extended Learning	Ways in which parents/carers can support
Week 1	R183: -Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions	Abrasion Achilles Acute injuries Anterior Cruciate Ligament (ACL) Chronic injuries Concussion Contusions Epicondylitis Fractures Lacerations Patellar Rotator cuff Sprains Strains Tendonitis	<p>R180: Reducing the risk of sports injuries and dealing with common medical conditions</p> <p>Homework is set weekly on Login – The PE Classroom</p> <p>R183: Nutrition and sports performance</p> <p>What is a balanced diet? - BBC Bitesize</p>	<p>Support coursework deadlines and ensuring there are opportunities to complete coursework at home/after school.</p> <p>Internal deadlines help us to support our students to complete the work to the best of their ability.</p> <p>All work is online via TEAMS.</p>
Week 2	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions			
Week 3	R183: - Teaching content for topic 1 assignment. R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions			
Week 4	R183: – Complete CWK for topic 1 R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions			
Week 5	R183: – Complete CWK for topic 1 R180: - Exam preparation – TA5- Causes, symptoms and treatment of medical conditions			
Week 6	R183: – Complete CWK for topic 1 R180: - Exam preparation – End of topic exam and DIRT lesson.			

KS4 Learning Map

Term: Half Term 1

Year 11 - Construction	
<p>Component 1</p> <p>Aim and purpose: This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment.</p> <p>Introduction: There are many different types of buildings we can construct and occupy across the UK. This component will initially examine the different forms of construction that can be used for low-rise (up to 5.2 metres in height) offices, retail units and homes. You will examine the modern methods of construction that rely heavily on offsite prefabrication, which benefits the environment sustainably. In understanding how to set up a site you, will examine the information that must be completed before starting work, along with the infrastructure you will need to put in place to run the job efficiently and safely. Sub-structure works are one of the most important parts of a project as they have to safely support the superstructure that rests upon them. Moving above the sub-structure, you will understand the need for provisions to stop damp rising, and the construction associated with the superstructure of a building. This is the part that has to be aesthetically pleasing, keep out the weather elements and ensure that the occupants are at a comfortable temperature. You will develop a detailed understanding of how walls, floors, roofs and external works are constructed.</p> <p>Current Learning Pupils will be learning some of the content relating to in preparation for their written examination.</p>	<p>Component 2</p> <p>Aim and purpose: Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.</p> <p>Introduction: Have you ever wondered why buildings are very different in their design and function? Or why some buildings on the outside look the same as others, but on the inside, completely different to what was expected? In this component, you will develop your understanding of how design requirements can be developed through analysis of client requirements and needs for a new building, how to consider the external constraints on a development, and how both facets influence designing a solution for a client's needs. Upon completion of this component, you will be able to create a developed design brief and generate a number of concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise a number of graphical communication methods, including sketching skills. This component has synoptic assessment requiring you to select and integrate knowledge from across the qualification. Therefore, it should be taken at the end of the course of study. The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training.</p> <p>Current Learning Students are currently working on Component 3 in order to submit in November 2026. They will spend lessons learning new content based on client needs and constraints. They will be developing drawing skills to support their component 3 PSA.</p>

Lesson Sequencing		Tier 3 Vocabulary (Component 1)	Extended Learning	Ways in which parents/carers can support
Lesson 1	Introduction to Yr 2 Mock PSA feedback	Specification Acceptable U-Value Impervious Sustainability Alternative Energies Prefabrication Low Embodied Energy Insulation Cellular Form Modular Construction Greenfield Brownfield Building Use Constraints Contingency	<p>There is no specific published revision guide for BTEC construction.</p> <p>We will issue students with the following:</p> <ul style="list-style-type: none"> • Revision cards • Revision resources on TEAMS <p>Watch programs that involve construction:</p> <p>Grand Designs Build a new life in the country</p>	<p>Component 1- support and encourage your child to revise and prepare for taking the Component 1 exam (January 2026). Resources can be provided by school. (TEAMS)</p> <p>Look at the built environment around you and discuss the components of buildings.</p>
Lesson 2	Comp3 Mock PSA feedback - DIRT			
Lesson 3	Comp 3 Mock PSA feedback - DIRT			
Lesson 4	PSA 2026 introduction			
Lesson 5	GAPS from Mock PSA			
Lesson 6	GAPS from Mock PSA			
Lesson 7	Comp 3: Instructions for PREP/Preparation			
Lesson 8	Comp 3: PSA Preparation			
Lesson 9	Comp 3: PSA Preparation			
Lesson 10	Comp 3: PSA Preparation			
Lesson 11	Comp 3: PSA Instructions Exam log ins			
Lesson 12	Comp 3: PSA Instructions Exam log ins			
Lesson 13	Comp 3: PSA Task 1			
Lesson 14	Comp 3: PSA Task 1			
Lesson 15	Comp 3: PSA Task 1			
Lesson 16	Comp 3: PSA Task 1			
Lesson 17	Comp 3: PSA Task 1			
Lesson 18	Comp 3: PSA Task 1			
Lesson 19	Comp 3: PSA Task 2			
Lesson 20	Comp 3: PSA Task 2			
Lesson 21	Comp 3: PSA Task 2			
Lesson 22	Comp 3: PSA Task 2			
Lesson 23	Comp 3: PSA Task 2			
Lesson 24	Comp 3: PSA Task 2			

KS4 Learning Map

Term: Half Term 1

Year 11 - Hospitality & Catering

Unit 1

Aim and purpose: The purpose of this unit is to enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Introduction: In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Current Learning: Pupils will be learning about the content for unit 1 in preparation for their written exam.

Unit 2

Current Learning

Students have completed unit 2 unless they need to re-sit this module in spring 2024.

Lesson Sequencing

Lesson 1	Welcome back: course info
Lesson 2	Unit 1 – AC 2.1a kitchen operations
Lesson 3	Unit 1 – AC 2.1b documentation and records
Lesson 4	Unit 1 – AC 2.1c dress code
Lesson 5	Unit 1 – AC 2.1d technology
Lesson 6	Unit 1 – AC 2.2 front of house operations
Lesson 7	Unit 1 – AC 2.3 requirements of customers
Lesson 8	Unit 1 – AC 3.1 personal safety

Tier 3 Vocabulary (Unit 2)

Unit 1
VAT
Hospitality
Establishment
Commercial
Non-commercial
Residential
Non-residential
FIFO
EHO
Risk assessment

Extended Learning

WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide :
Tull, Anita: Amazon.co.uk: Books

My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering:
Amazon.co.uk: Saunder, Bev, Mackey, Yvonne:
9781510473331: Books

Ways in which parents/carers can support

Unit 1- support and encourage your child to revise and prepare for taking the unit 1 exam (January 2024). Resources can be provided by school.

